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ABSTRACT

Drawing from the literature and research on educational advising and student retention, this handbook provides practical guidelines on advising students, based on five propositions. The propositions are that: (1) educational advisement should be designed to provide accurate, consistent, accessible information for students concerning their progress within their curriculum; (2) the best single indication of the likelihood of college persistence is the student's ability to cope with academic problems; (3) educational advising should be career focused; (4) the quality of student-faculty interaction is a major contributing variable to college holding power; and (5) the premier goal of educational advising is a full response to the student's needs. Each of the five sections of the handbook deals with one of these propositions. Part 1 deals with providing information to different categories of students, including returning, entering, freshmen, English-as-a-Second-Language, international, undecided, change of major, transfer, part-time, and probationary students. Part 2 suggests ways of helping students cope with 19 difference academic problems. Part 3 deals with 15 categories of difficulties encountered in the course of making a decision about a career. Part 4 reviews seven ways of responding to students who come for advisement. Finally, part 5 outlines the method of making an effective referral and summarizes referral skills. Each section concludes with case studies and specific recommendations. An academic advisor checklist and evaluation form used at Bronx Community College and responses to case problems are included. (MAB)

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EDUCATIONAL ADVISING

FOR

STUDENT RETENTION

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Department of Student Development
Bronx Community College
1992

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Summary

EDUCATIONAL ADVISEMENT FOR STUDENT RETENTION

To be an effective tool for student retention, Advisement must provide the following services to the student: (1) accurate and consistent information on course and curriculum requirement; (2) teach students academic coping skills; (3) focus on the career concerns of students; (4) teach faculty how to respond to students' concerns; and, (5) respond to the educational and emotional problems of students in an efficient and systematic way.

Part One deals with providing accurate and consistent information to the following categories of students: Returning students, Entering freshmen, ESL students, International students, Undecided students, Change of Major students, Students who wish to transfer to other colleges, Part-time students, and Probationary students. Part One concludes with case studies that highlight the need to provide students with accurate and consistent course and curriculum information.

Part Two suggests ways of helping students cope with nineteen academic problems most responsible for placing them on academic probation. Part Two concludes with case studies of the most common academic problems and suggestions of how students could cope with the problems.

Part Three deals with fifteen categories of difficulties encountered by students in the course of deciding a career. Part Three concludes with case studies of career-focused problems together with suggestions on how to help students through the decision-making process.

Part IV reviews the seven ways of responding to students who come for advisement. Exercises and cases are given to demonstrate and highlight the most facilitative response - reflecting and understanding of feeling - the academic advisor can learn and practice.

Part V outlines the method of making an effective referral: recognize the indicators of when to be concerned, when to refer, how to refer followed by a summary of referral skills. Part V concludes with case studies that summarize the main points of how to make an effective referral.

EDUCATIONAL ADVISING FOR STUDENT RETENTION

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Bronx Community College of the
City University of New York
Department of Student Development

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You, the reader, owe as much as I do to Dr. Frank Peter Donanngelo's generous and well-aimed efforts.

EMILIO SANTA RITA

June 2, 1992

Introduction

The quality of educational advisement may be as basic to the achievement of student and college goals as is the quality of teaching. Higginson et al (1980) argue that educational advising is teaching and that advising should enhance the rational processes of thinking, reasoning, and deciding. There are arguments for conducting educational advising at the highest level; however, the most compelling reasons for competent educational advisement is its relation to institutional holding power - RETENTION (Beal & Noel, 1980; Crockett, D.S., 1978; Forrest, A., 1982; Glennen, R.E., 1975; Habley, W.R., 1981). What conclusions may be drawn from available literature and research reports regarding the relationship between educational advising and student retention?

Proposition One: Educational Advising Should be Designed to Provide Accurate, Consistent, Accessible Information to Students Concerning Their Progress Within Their Respective Curriculum.

At the core of any successful advising activity is information. How information is brought into the advising relationship is critically important. Many authors have suggested ways to improve the information flow to the advising session. Routinized methods show promise. Lamb and Lester (1980) suggest the application of computer technology to the problem and report on a design tested at Kapiolani Community College.

Part One of this handbook presents the "primary," "first-line," or "nuts and bolts" kinds of information required of advisors. The desired outcomes are better advisor knowledge of course availability, program

requirements, all academic rules and regulations, registration procedures, and better understanding of the interrelationships of these advising responsibilities.

Through a series of "checkpoints" and "cautions," the advisor guides the "special categories" of students through the registration process. At the end of Part One, a case-study format is used for improving the advisor's basic information skills.

Proposition Two: The Best Single Indication of the Likelihood of Persistence in College is the Student's Ability to Cope with Academic Problems.

Tinto (1975) synthesized research on attrition and concluded that academic performance is the single most important factor in predicting persistence in college.

Such a strong and consistent finding of research suggests a definitive character for educational advising. A commitment of advising time and talent should be directed toward positively affecting student's academic performance. The most important concern of any faculty advisor is the academic problems of his or her students.

Part Two of this book runs through thirteen categories of the most common academic problems encountered by students. Suggestions are offered that the advisor might use to help his or her students. Part Two concludes with case studies that stress the idea that persistence in college means students' self-management in gaining control of themselves, their time, and emotional reactions.

Proposition Three: Educational Advising Should be Career-Focused. The advising process should include both short and long-range planning through an exploration of life goals, an exploration of vocational goals, and the compatibility of those goals with the student's course of study, and planning for alternative careers.

Proposition Three takes the advising process a step further than mere course selection to fulfill prescribed requirements. It serves to assimilate prescribed courses with others into a meaningful academic program. The construction of such a program must coincide with the student's abilities, interests, and motivation (Winston et al., 1982).

Part III of this book presents two basic groups that advisors encounter in this aspect of academic advising, the "undecided" student and those who have chosen a major. With each group different skills or strategies may be necessary to advise adequately. Part III concludes with case studies where career decisions were made. It is necessary to identify alternatives to the decision and to study the advantages and disadvantages of those alternatives.

Proposition Four: The Quality of Student Faculty Interaction is a Major Contributing Variable to the College's Holding Power.

The relationship between the quality of student/faculty interaction and student performance is critical. The same may be said for the relationship between the quality of student/faculty interaction and student retention. These elements form the basis for interactions between faculty and students and are reported in the literature to be associated with retention (Higginson et al., 198).

Educational advising may be equated with an activity as prosaic as some faculty members talking with students assigned to them as advisors about courses, programs, college requirements, and registration. The process may occur as infrequently as one time per semester. Part IV of this book stresses that advising is a systematic, conceptually and theoretically grounded process which creates and sustains a relationship between student and faculty member. This relationship is characterized by a continuous, helpful and mutually respectful dialogue between the advisor and the student. Exercises at the end of Part IV provide the advisor with an opportunity to develop an awareness and a sensitivity for a more productive relationship with students.

Proposition Five: The Premier Goal of Educational Advising is the Full Response to the Student's Needs. Assessment and referral procedures initiate interventions with students that identify needs and problems and that stimulate student utilization of appropriate campus resources and services in a timely manner.

Proposition Five requires of advisors to develop an ability to determine the point at which students are currently functioning in their intellectual, emotional, and social lives, and of making referrals when needed. This is significantly different from the prescriptive role advisors have traditionally played in insuring that certain curricular requirements have been met (Winston et al., 1982). Part V of this book goes through the when and how of the referral and follow-up process. Case studies illustrate when and how to make referrals.

The five propositions, taken together, represent the basis for a synthesis of the literature that state simply what should be done to take advantage of the knowledge that effective advising fosters retention. The five parts of this book recapitulates the five propositions into a practical, how-to-do manual.

EMILIO SANTA RITA

June 2, 1992

Part One

ADVISING SPECIAL CATEGORIES OF STUDENTS

Proposition One: Educational Advising Should be Designed to Provide Accurate, Consistent, Accessible Information to Students Concerning Their Progress Within Their Respective Curriculum.

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ADVISING SPECIAL CATEGORIES OF STUDENTS

I. RETURNING STUDENTS

1. Materials:

( ) Curriculum flow-charts
( ) BCC catalogue
( ) Grade Report and/or Advanced Standing Report
( ) Placement results
( ) Registration guide
( ) List of sections closed
( ) List of newly-added sections
( ) List of pre and co-requisite courses
( ) Chart for converting english, reading and mathematics raw placement scores into course placements.

2. Procedures:

(a) Schedule remaining remedial courses in sequence first.
(b) Schedule "concentration" courses in sequence second.
(c) Schedule "required areas of study" courses third.

BE AWARE OF PREREQUISITES & COREQUISITES

(d) Consult Mathematics and Modern Language sequence charts for EACH curriculum.
(e) Evaluate stress points in the proposed course program and schedule in terms of the student's previous semester grades and midterm grades.

3. Checkpoints:

Questions to ask returning students:

(a) What have been your biggest difficulties in previous semesters?
(b) What have you found helpful in making progress, in getting the most out of your college courses?
(c) What courses have you taken? How did you do in them? Could you be doing better? What is your impression of your courses? Would you rate yourself as A, B, or C in your class work?
(d) Are you employed? How many hours? What kind of work?
(e) How many hours a day do you study? Do you have a schedule? How do you go about your study? What could be improved?
(f) Have you taken advantage of the college resources such as, The Learning Center and the PASS Center tutoring programs?
(g) What do you do for recreation? Do you believe you have enough opportunities for meeting people on campus?
(h) What are the main problems you expect to face this semester?

4. Cautions:

(a) Are there too many difficult courses in this program?
(b) Has the student taken into consideration work and home commitments?
(c) Will the student require continued support from me?
(d) Is there any problem in the proposed course program and schedule which might require adjustments later on?
(e) Is the student on target in terms of his/her expected date of graduation?

II. ENTERING FRESHMEN

1. Materials:

Same as those required for the returning student except for previous grade reports.

2. Procedures:

(a) Schedule remaining remedial courses in sequence first.
(b) Schedule "concentration" courses in sequence second.
(c) Schedule "required areas of study" courses third.
(d) Eng 01 placement limits students to: Language courses, Pea courses, art and music (performance) courses.

3. Checkpoints:

(a) Provide students with information about the limitations, alternate courses, and consequences of decisions made concerning their academic programs (to counteract -"why-didn't-someone-tell-me" stance).
(b) Show the relevance of all required and/or recommended courses for the student's major and also how they are directed toward the student's career plans. Showing the relevance means only explaining why. "Why" is a data programming student required to take some humanities courses? "Why" should a Business Major take a natural science course?, etc.
(c) Correlate choice of electives with the student's long-range objectives and the requirements of his/her major. Students must be made aware of options for course selection.

4. Cautions:

(a) In which subjects might the student expect to do well?
(b) How heavy an academic load should the student carry?
(c) What major should the student tentatively choose?
(d) What occupations emphasize work activities similar to those activities the student prefers?
(e) In what other areas does the student need help?

III. ESL STUDENTS

1. Materials:

   Same as those required for entering freshmen and returning students.

2. Procedures:

   (a) Follow ESL sequence: ESL 05, ESL 01, ESL 02, ESL 11
   (b) Follow RDL sequence: RDL 05, RDL 01, RDL 02
   (c) Recommended first semester courseload: ESL 05 or ESL 01, RDL 05, CMS 01, LANG 15, OCD 01.
   (d) You may add a basic Mathematics course during the student's first semester depending on his/her ability and constraints of time.
   (e) Check prerequisites in ENG/RDL for various math courses.

3. Checkpoints:

   (e) In addition, for returning students, check the midterm evaluation report issued by the SES department instructor.
   (b) How heavy an academic load should the student carry?
   (c) Does he or she need extra support from a bilingual counselor?
   (d) What can help the student quickly acquire English language skills?

4. Cautions:

   (a) ESL course sequence must be followed strictly.
   (b) RDL course sequence must be adhered to strictly.
   (c) In all cases, the midterm evaluation made by the student's ESL instructor should guide course planning.

IV. INTERNATIONAL STUDENTS

1. Materials:

   Same as those required for entering freshmen and returning students.

2. Procedures:

   Same procedures as those required for entering freshmen and returning students.

3. Checkpoints:

   (a) Supplementing the work of the internationl student advisor requires some knowledge of technical requirements on the part of academic advisor.

(b) Review academic requriremnts for this international student's major. Be sure he or she is on target with permitted duration of stay in USA.
(c) Suggest contacts with other international students from international student roster.

4. Cautions:

(a) Be aware of the limit of F1 visa and date for renewal.
(b) Except for the semester, in which they graduate, international students are required to register for 12 or more credits/credit weights.
(c) Be careful to comply with INS regulation with regard to permit to work.
(d) Don't guess about questions relating to leaves of absence, permission to work, or other matters which would best be handled by International Student Advisor. Refer the student to the International Student Advisor.

V. UNDECIDED STUDENTS

1. Materials:

Same as those for entering freshmen and returning students.

2. Procedures:

(a) Use interest, values, and abilities profiles to plot the vocational plan of the student.
(b) Discuss previous career choices and their relationship to the student's present major.
(c) Suggest career choices closely related to the student's current curriculum.
(d) Refer the student to the Career Libary (LO 312) to use the Occupational Outlook Handbook to get estimates of future opportunities in various fields.

3. Checkpoints:

(a) Ascertain whether or not the student has chosen a curriculum. If a student seem undecided about his/her choice of curriculum, refer him/her to a career counselor.
(b) Discuss the student's career direction or goal at this point in time, and discuss the realism of his/her choice. Usually, a student will declare a field of interest. However, if he/she lacks definite direction, he/she should be exposed to various possibilities.

(c) Sometimes, students are unaware of many new fields and variations for each field in which they might specialize.

4. Cautions:

(a) The student should be cautioned not to rush to make a decision.
(b) Explore as many alternatives as possible.
(c) Encourage the student to do some research by interviewing persons in the occupation he or she may wish to enter.

VI. CHANGE OF MAJOR

1. Materials:

Same as those for returning students.

2. Procedures:

(a) Use interests, values, and abilities profiles to plot the vocational plan of the student.
(b) Discuss possible career choices resulting from a change of major.
(c) Suggest career choices closely related to the student's proposed new curriculum.
(d) Refer the student to the Career Library (LO 312) to use the Occupational Outlook Handbook to get estimates of future opportunities in various fields.

3. Checkpoints:

(a) For a change of curriculum, students must meet the prescribed prerequisites for the new curriculum.
(b) Student must file a Change of Curriculum Form with the Registrar.
(c) Credits taken and earned in the student's former curriculum may not be applicable in a new curriculum.
(d) All courses taken by students in the old and new curricula will be used in the calculation of the students' Grade Point Averages.

4. Cautions:

(a) Try to make the student comfortable about his/her decision even though he/she may be moving away from your department.
(b) Does the change represent maturity in the planning of this student?
(c) Avoid negative criticism. Don't assume that the move is a mistake.

VII. STUDENTS WHO WISH TO TRANSFER TO A FOUR-YEAR COLLEGE

1. Materials:

   Same materials as those for returning students.

2. Procedures:

   Same procedures as those for returning students.

3. Checkpoints:

   (a) To which college(s) does the student hope to transfer and what are the colleges' entrance requirements?
   (b) Consult transfer counselor (LO 313) when necessary.
   (c) Be aware of different application deadlines.

4. Cautions:

   (a) Which college is best suited to his/her needs?
   (b) Which colleges offer the major of his/her choice?
   (c) Will the choice of a particular college make a difference in the courses the student plans to take this semester?
   (d) Strongly advise that student complete his/her AA/AAS degree before transfering. Transfering students who hold an AA/AAS degree are guaranteed acceptance into CUNY senior colleges. CUNY senior colleges accept up to 64 transfer credits. Moreover, AA/AS credits are accepted by SUNY, NYU, and other private colleges. Students should bear in mind that a completed AA/AS degree is already half of a baccaulaureate degree.

VIII. PART-TIME STUDENTS

1. Materials:

   Same as those for returning students.

2. Procedures:

   Same as those for the returning students.

3. Checkpoints:

   (a) Check to determine if the student's course schedule fits with his/her work schedule.
   (b) Check to determine if the student's course schedule fits with his/her schedule of home chores and other responsibilities.
   (c) Check to determine if the student allowed time in his/her schedule for 2 study hours per credit/credit weight.

4. Cautions:

(a) Check if the student's rate of proress is consistent with his/her projected graduation goal.

(b) Recommend that part-time students take 6 credits/credit weights for financial aid purposes.

(c) Recommend that part-time students take summer courses to make up for part-time load.

IX. PROBATIONARY STUDENT

1. Materials:

   POP & GPA Classification Chart, in addition to materials required for advising returning students.

2. Procedures:

   (a) Limited program of studies - restrict to 12-14 credits.
   (b) Is student enrolled in an LTL course?
   (c) Check, on the probation chart, the GPA the student must obtain to get him/her out of academic probation at the end of the semester.
   (d) Based on the GPA required, calculate the minimum grades the student must obtain in all of his/her courses at the end of the semester. These minimum grades will enable the student to get out of academic probation at the end of the semester.

3. Checkpoints:

   (a) Does the student have a history of marginal performance?
   (b) Is the student aware of help available to him/her?
   (c) Does the student approach instructors for assistance?
   (d) Can this student confront failure?
   (e) Have you evaluated external factors? Course load? Course content?
   (f) Is underachievement a consistent problem for this student? Is he/she underachieving in all areas?
   (g) Has the student any physically limiting impediments?
   (h) Is remedial help available?
   (i) Do I really know this student's interests? Can I utilize this information for more effective advising?
   (j) Does this student have academic successes? Can I account for his/her success in some areas, and his/her lack of success in others?
   (k) Have I begun to sow seeds of dissatisfaction with complacency?
   (l) Would my assistance in planning a time schedule with the student be welcome?
   (m) Does the student's family provide support for his/her efforts?
   (n) Is the student attending class regularly?
   (o) Does this student know how to take notes? Does he/she use the library?
   (p) Am I a potent reinforcer? Do my students perceive me as a resource?
   (q) Does this student's out-of-class life style support his/her educational efforts?

(r) Does this student have solid peer contacts? Is his/her tour at college a solo performance?
(s) Is the student motivated enough to catch up?
(t) Can the presence of failures suggest planning problems?
(u) Does the student have a hidden agenda below the surface - reasons for being on academic probation?

4. Cautions:

(a) REGISTER FOR TOO MANY CREDIT HOURS. Some students think they can "get it all back" through one heroic try and, consequently, attempt to make the entire grade-point-average improvement in a single semester.

ADVICE: Students on probation should take fewer credit hours, not more. Students who attempt to make large grade-point-average improvements in one semester usually find they do poorer work because of the multiplying effects of more quizzes, papers, tests, class hours, etc. A maximum course load for students on probation might be the minimum for full-time students (12 hours). A student who earns more average grades makes less grade-point improvement than the student who earns fewer, but higher grades.

(b) AVOID REPEATING COURSES IN WHICH THEY EARNED BELOW-AVERAGE GRADES. Some students fear repeating courses in which they earned below-average grades. They hope to improve their GPA's by taking other courses.

ADVICE: Students who earned below-average grades in specific courses usually should repeat them as soon as possible. At BCC, repeat grades replace original grades taken at BCC in calculating the grade-point-average if the repeated grade is C or higher. Most students do improve their grade upon repeating their course because prior exposure to the course makes them aware of instructor expectations and study needs. Unless the student lacks a prerequisite for repeating the course, he/she usually should repeat the course to improve his/her grade-point-average and to remove the failure symbolically, if not physically, from his/her record.

(c) ATTEMPT TO DROP A COURSE AFTER THE DEADLINE FOR WITHDRAWALS.

Some students believe they will receive special consideration because of their situation, whatever it might be, and expect to withdraw to protect their grade-point-average.

ADVICE: An advisor should emphasize that a student cannot withdraw from courses past the established deadline. The last day to drop a course with a "W" grade is the end of the tenth week of the semester.

(d) FAIL TO RESOVLE ABS OR INC GRADES WITHIN THE TIME LIMIT.

Some students hope that college officials ignore their ABS or INC grades. Sometimes they fear completion of the grades (i.e. replacement grade for the ABS or INC) will hurt their chances for continuation at the college.

ADVICE: Students who do not revolve ABS/INC grades usually suffer more serious consequences than if they resolved the grades routinely. At BCC, incomplete grades change to failures after one academic semester. Thus, advisors should inform students of the significance of unresolved ABS/INC grades compared even to mediocre passing grades.

(e) TAKE ADVANCED COURSES WITH A WEAK OR INADEQUATE BACKGROUND.

Many students think they must graduate "on time" and, therefore, must not interrupt the sequence of courses for any reason whatsoever.

ADVICE: Students sometimes believe they must continue the scheduled sequence of courses in spite of academic difficulties. Often, students refuse to take a short delay in completing a sequence, which, in turn, may cause a much greater delay if they are suspended from college for academic reasons. Students should know the difficulty involved in mastering advanced courses in their major and should prepare sufficiently before taking them.

(f) TAKE COURSES ON THE ADVICE OF A FRIEND.

Some students often are "advised" by friends to take courses simply because someone else found that the courses met his/her needs.

ADVICE: Students often take courses on the advice of friends. Friends with good intentions may misadvise their peers about courses that are easy and approprirate for some, but difficult and inappropriate for others. The probationary student should place only limited faith in the course selections of friends.

(g) TAKE ALL OF REMEDIAL OR CORE COURSES EARLY IN THEIR COLLEGE PROGRAMS.

Some students want to get all the remedial and core courses out of the way as early as possible. The reverse of this is also true. Some students do not want to take any remedial courses.

ADVICE: Students frequently feel compelled to complete all remedial and core courses as soon as possible. With this approach, however, a student may become discouraged and lose sight of the relevance of a total education. Thus, an advisor should encourage a probationary student to combine core courses and area of study courses, and, when possible, to take at least one course in his/her "major" area each semester.

(h) SEEK ACADEMIC OR PERSONAL HELP LATE IN THE SEMESTER.

Some students want to succeed on their own and seek help only when it is too late.

ADVICE: Students often fall prey to the myth of self-reliance. They believe that if they are not totally independent, they are somehow unfit or unqualified for higher education. Such an assumption is neither true nor necessary. Students need to know about resources available on campus and to be assured that using support services is expected and encouraged as part of the total academic experience.

CASE PROBLEMS OF SPECIAL CATEGORIES OF STUDENTS*

1. Charles, in his second year at college, has earned B grades in his liberal arts courses. He does not yet have a career goal. Charles has been searching recently and has decided to become a dentist like his father. As backup choices, Charles was thinking of architecture or engineering as careers that will not disappoint his father. The only complication is that Charles had had a mental block against mathematics and science since high school. He has attended workshops and tutoring sessions. Charles just cannot quite get beyond his "mental block." Should he continue preparing himself for dentistry or architecture or engineering?

2. Jerry enrolled in college with an oversupply of personal confidence. High school had been a waste of time in his opinion, so he had made little effort to earn good grades. But why worry? He knew he could produce when he needed to. He felt that what you've done in the past is not important - what counts is what you do when the situation hits you. Jerry has been on academic probation and last semester got his academic suspension waived on appeal. What can help salvage Jerry's career in college?

3. For one reason or another, Walt cannot work up enthusiasm for any of the careers he has investigated. Nothing seems to excite him, even a little. Because he feels his education has no purpose, Walt is seriously thinking about dropping out of college. How can you help motivate Walt?

4. Although Gilberto arrived on campus highly motivated, he has slowly drifted into poor study habits. Fro the last three days, he hasn't opened a book although he is behind on both reading assignments and term projects. He decides he will set aside eight hours every Saturday for the rest of the semester for what he calls "pressure study." He will go to the campus library and seat it out under intense pressure from himself. As a reward, he is offering himself a trip to Shea Stadium for a Mets game - providing he accomplishes enough to meet his own goals. Will the system work?

5. Olga is in a dilemma. She is deeply interested in becoming a registered nurse, but is equally enthusiastic about a career as a fashion buyer. She took an interest inventory two weeks ago which indicated she does indeed have a high interest profile in both areas. She enjoys working with and helping sick people, but her flair for clothing styles also indicates she might be successful as a fashion buyer. What would you suggest to help her reach a decision?

---

*Compare your responses to special categories of student problems #1 - #5 described above with the Part I: Comments on Case Problems of Special Categories of Students" found in Appendix C, pp. 81-82.

Part Two

ADVISING AND ACADEMIC PROBLEMS

Proposition Two: The Best Single Indication of the Likelihood of Persistence in College is the Student's Ability to Cope with Academic Problems.

Most Responsible for Poor Academic Achievement

I. Failure to schedule my time wisely

See Section 1, p. 18.

II. Poor study habits

See Section 2, p. 18.

III. Difficulty in taking examinations

See Section 3, p. 18.

IV. Failure to learn how to study well

See Section 4, p. 18.

V. Required courses I did not want to take

See Section 5, p. 19.

VI. Failure to keep up in my coursework

See Section 6, p. 19.

VII. Lack of interest in my coursework

See Section 7, p. 20.

VIII. Inability to concentrate

See Section 8, p. 21.

IX. Too few examinations to demonstrate knowledge

See Section 9, p. 21.

X. Failure to discuss academic difficulties with course instructors

See Section 10, p. 22.

XI. Lack of personal discipline

See Section 11, p. 22.

XII. Poor study conditions at home

See Section 12, p. 22.

XIII. Unrealistic idea of amount of study time necessary for success

See Section 13, p. 22.

XIV. Too much time spent on outside or extracurricular activities

See Section 14, p. 23.

XV. Examinations did not fairly evaluate my knowledge

See Section 15, p. 23.

XVI. Nonstimulating instructors

See Section 16, p. 23.

XVII. Inadequate high school preparation in English, Math, and Reading

See Section 17, p. 24.

XVIII. Poor selection of courses

See Section 18, p. 24.

XIX. Poor teaching by instructors

See Section 19, p. 25.

ACADEMIC CASE PROBLEMS, p. 27-28

Section 1. Failure to schedule my time wisely

In college, your ability to manage your time well will greatly influence the grades you earn. Learning how to budget your time carefully will be as important as budgeting your cash. Just as you know how much money you have to spend each year, you'll have to start off each term with a work schedule that makes productive use of all your available time.

Each weekday should include a balanced combination of activities: class, study, exercise, sleep, nutritious meals, personal chores and, perhaps, a job. Weekends, too, should be scheduled, with some study time built in.

Section 2. Poor study habits.

Where: Use one special place to study.

When: Review your notes immediately after class.

Reading: Turn chapter headings into questions.

Lecture: Get the "main idea."

Exams: Ask yourself questions and answer the questions as if you were actually taking a test.

Section 3. Difficulty in taking examinations

a) Ask the instructor what type of examination he/she plans to administer.

b) Ask other students about the types of questions your professor is likely to ask.

c) Try to predict test questions based upon your class notes and textbook.

Section 4. Failure to learn how to study well.

Studying and learning is hard work - but so is backpacking, mountain-climbing or playing varsity volleyball. The secret to academic achievement is going to rest in your determination to succeed and in your willingness to study consistently.

Where: Use one special place to study.

When: Review your notes immediately after class.

Reading: Turn chapter headings into questions.

Lecture: Get the "main idea."

Exams: Ask yourself questions and answer the questions as if you were actually taking a test.

Section 5. Required courses I did not want to take.

Study the catalog carefully. Study the Registration Guide carefully to know what courses are being offered for the current semester. What core courses do you plan to take this semester? What area of study courses do you plan to take this semester? What specialization or "major" courses of study do you plan to take this semester? What elective courses do you plan to take this semester? How many hours of study will this combination of courses require (multiply the number of class hours for each course by two to calculate the total number of study hours needed)?

Register early after making a careful course selection approved by your advisor. Be ready with second choices in case a class is closed.

Section 6. Failure to keep up in my coursework.

It's easy to lose an hour at the cafeteria, to postpone signing up for classes, to be late bringing the required books, to skip study before and after classes, and ultimately, not to be prepared for exams.

Experience shows that intelligent use of time in college requires a personal work schedule. A weekly time chart, divided into half-hour segments, can serve as a framework for daily activities. It can also be indispensable in helping you plan for the whole semester.

At least two hours of study time should be budgeted for each class hour. It is advisable to schedule part of this time shortly before the class begins. In this way, you'll remember what you have been studying and still be better prepared for class.

Study periods should normally be one hour long, followed by a ten minute break. Your ability to concentrate will greatly affect your ability to learn. Experts find that most people need a change of pace after an hour's concentration.

Wasted minutes add up quickly to wasted hours. Be stingy with your time and use it in productive portions. A half hour of exercise is far better than three ten-minute interruptions or idle daydreams. Notice how short chats, snacks, or study interruptions eat into your day if you are not careful.

Neatness and organization also help you save time. If you get in the habit of putting your textbooks on the same shelf, your notes in one place, and keeping your desk tidy, you won't waste time looking for things. Have everything in one place so when you sit down to study, your pens, clean paper, and everything else you need is close at hand.

Force yourself to do the hardest work first. You will be fresher and won't find fatigue an excuse for not undertaking the difficult subjects. You will also be proud of yourself.

When your class schedule is set, make trial schedule for each day with all the half-hours from 7:30 am to midnight included. Each night, for the first two weeks, note on it how you spent your time. By the third week of classes, you can make a final schedule that realistically reflects your own needs and work habits. Keep a copy of this work schedule on the top of your desk, and another on the inside cover of your notebook.

Section 7. Lack of interest in my coursework.

Become interested! The more you know about any subject, the more interested you become. You may not care about snakes but if you really learned a lot about their scale-sheddings and their survival skills, you might become fascinated. In college, try to find an interest in every course you take. Try to become an independent learner instead of limping along with your instructor as your crutch. Don't expect your instructor to carry you. The instructor is there only as your guide. You have the responsibility to earn. If you work at it, you'll very likely become interested in what you are learning.

Section 8. Inability to concentrate.

Having a quiet place to study is most important for college students. If your attention is divided or constantly interrupted, your mind will not be able to think effectively. Studying is thinking. With no interruptions, you can learn more and finish faster with improved concentration Choose a quiet spot for study. If possible, choose the same place every day. Less distraction results in better concentration and improved learning.

Daydreaming. If your thoughts continually wander, stop and analyze yourself to determine the cause of the distraction. Whenever you find yourself daydreaming, make a mark on a piece of paper. Then work to reduce the marks per hour or per evening.

Personal Problems. Not thinking about personal problems is difficult. All students have problems of one kind or another. Even if there is no immediate solution, having the support of others helps. Talking privately to your counselor, who has had a lot of experience helping students cope with problems, may help you in coping with or solving your problem. Even deciding that you will talk to someone may help you postpone thinking about a problem until you have finished studying. That "someone" may be a teacher, a friend, or a family member. We all need someone who will listen to us. There are people who would like to help you. Let them.

Section 9. Too few examinations to demonstrate knowledge.

Some precise, highly organized professors devise their own individual point systems for grading purposes. The typical system applies weights to each examination and each project. Some professors assign points for laboratory work, attendance records, and so on. The system also permits the professor to give short quizzes without assigning letter grades.

Be sure you understand the system. Most professors explain it at the beginning of the term. Listen carefully and design your strategy around the point system. Remember, the more points you accumulate from all assignments the better.

You need to know in advance what grading system to expect so that you can make your course analysis and plan accordingly. Feel free to raise this subject in class if the professor does not explain it.

Section 10. Failure to discuss academic difficulties with course instructors.

Professors want students to learn and to get good grades. Most college instructors welcome an opportunity to meet with their students, to answer questions and to exchange ideas. Introduce yourself and get to know your instructors. They will respect your interest and will realize you are serious about learning.

Section 11. Lack of personal discipline.

Set goals for yourself. Every term you'll have to make choices about what classes to take, how hard you're going to study, what extracurricular activities you'll participate in, and what friends to see. If you establish priorities for all of these, you will make better use of your energies and abilities.

Section 12. Poor study conditions at home.

Instructors, courses and textbooks only present the material which you can learn. It is up to you to digest it. The location and atmosphere you choose for studying will influence your ability to learn and remember.

Every student needs a quiet place to study and read, from the first week of college to the last. Whether it is the library or your own room, you will learn better if you are away from distractions, interruptions, and noise. Many learning specialists even recommend that a student's desk face a blank wall.

Section 13. Unrealistic idea of amount of study time necessary for success.

Be organized! First, make a weekly study schedule that you can usually follow. Be flexible if change is needed, but also be purposeful. Having a regular time for studying makes it easier to begin.

Second, know exactly what your assignments are and get the materials you need. Keep a detailed record of your assignments: the date, what the assignment is, the pages of relevant material in the text, and, after numbering the pages in your notebook for each course, the notebook pages on the topic to be reviewed.

Time should be included for study before and after class even if it is only ten minutes. This will allow for the preparation and review needed for every class period. Before the class starts, you should look over your textbook underlinings and notes you have made on the assigned chapters. After class, you should review your notes immediately so that you can clarify them if necessary. Forgetting takes place most rapidly right after something is learned, so this review helps you remember the material.

Section 14. Too much time spent on outside or extracurricular activities.

Above all, remember you're in college to learn. Yes, you'll make friends and have fun too. But the reason you're in college is to get an education. So decide the first day to get the most out of it in the months and years ahead.

Section 15. Examinations did not fairly evaluate my knowledge.

No one can learn for anyone else. If you don't make the most of learning opportunities, or flunk courses, you'll only have yourself to blame Don't find reasons why your instructors, classmates, friends, or family were the cause of your getting an "F."

Consult with instructors privately during their regular office hours. In presenting your case, keep these tips in mind: (1) Be sure you have the facts on your side before you pursue the matter. (2) Don't begin the discussion with a chip on your shoulder. Professors do make mistakes, and they welcome adjustments.

Section 16. Nonstimulating instructors.

College professors are rightfully granted great academic and personal freedom in their classroom. They are encouraged to be individuals, to develop their own special teaching styles and techniques. How does this affect you? It means your professors may not change

and, therefore, you will have to adjust to their personalities, their classroom environment, and their teaching methods. The monkey is on your back, not theirs.

Students usually learn more from teacher they like. In other words, the amount your learn from a professor depends, to some extent, on how well you adjust to the professor's personality. In some cases, you may have to force yourself to accept the professor or you will not survive the class, much less be prepared for more difficult courses in the same discipline. In a few isolated cases, it may be more difficult for you to survive the teacher than the subject he or she teaches. The problem is compounded if the professor is the only one who teaches a course you need.

Section 17. Inadequate high school preparation in English, Math, and Reading.

Take courses, in sequence, according to your placements in English, Math, and Reading. Take advantage of the summer session to complete your remedial courses.

Don't get discouraged or anxious when you find some work difficult. College isn't meant to be easy. If it is, you've chosen courses below your capabilities. It is normal that some courses demand more perseverance and hard work than others.

If, however, you are feeling continual pressure or anxiety about college, there are many resources available to help you. Seek your counselor, and ask for help.

Section 18. Poor selection of courses.

Selecting and registering for the right courses should take priority over other activities. Since, above all, you're in college to get an education, it is important that you initially devote your energies to your class activities.

If you find a course too difficult after two or three sessions, think about switching - during the change of program period. Discuss this possibility with your counselor or advisor. It is best to be realistic and make the change early, so one course doesn't demand too

much of your time and energy. You can then substitute a more appropriate course.

Ask other students the name of the instructors they thought were the best. Look up these professors' names in the class schedule and see if you can sign up for one of their courses.

Take a light load your first term, twelve to fourteen credits. This will give you time to adjust to college-level work.

Evaluate your academic strengths and weaknesses. Don't sign up for a course that you know will be especially difficult for you.

Select courses in a variety of subjects. This will give you basic general knowledge and can help you decide later what area to major in.

Choose classes that take place during your best hours. Some students are morning people, others are more alert in the afternoon. If you find it hard to get going before nine, don't sign up for an 8 a.m. class.

Evaluate the wisdom of scheduling classes back-to-back. If you have one class right after another, there will be no time for review preparation or a break in between.

Section 19. Poor teaching by instructors.

Every professor has a style - a way, of teaching. If you study and adjust to his/her style, you'll make excellent progress. If, however, you try to "pick the person apart" through an analysis of the person's clothes, tone of voice, and physical appearance or traits, you re simply building barrier between this person and yourself, and you will learn far less.

You can turn a negative or boring situation around by making it work for you instead of against you. For example, assume you find yourself in a course where the subject matter and the professor (in combo) are killing your motivation to learn, but the subject is important to your career goal. What do you do? You immediately look for a good aspect of the situation and take

advantage of what you find. For example, if the professor is approachable, through personal conversations you can learn things not presented in class. While others remain negative and perhaps get poor grades, you can "use" the situation (by turning it around pyschologically) to get an A.

ACADEMIC CASE PROBLEMS*

1. Because of his own negligence, Rudy rushed through registration without checking with his advisor regarding his qualifications to take certain courses. As a result, in two of his five classes, he finds himself hopelessly over his head. What should he do?

2. Shannon feels as if she has been on a crazy merry-go-round ever since she arrived at the college two months ago. She doesn't remember exactly how her merry-go round started, but she's been whirling through one caper after another with drugs, alcohol -- the works. At first she was intoxicated with her new freedom, but now she feels used and frightened and has fallen hopelessly behind in her classes. Can she make it through the semester? What will her parents say? Yesterday, she gathered up courage and had a long talk with her college advisor who suggested that she pull away from her present friends and accept special tutoring. Do you think this will help her?

3. Jeff is having more trouble with his English 01 class than he expected. In fact, after almost two months, the instructor has told him that he is a borderline case and might fail unless he can devote more time to the subject and get some free tutoring at the PASS Center. As a result of the conference, Jeff has decided to drop English 01 (there is no penalty) and repeat it next term. He figures that this will give him more time to raise his grades in his four other classes. Has Jeff made a wise decision?

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*Compare your responses to the academic case problems #1 - #5 presented above with Part II: Comments on Academic Problems found in Appendix C, pp. 83.

4. Rachel is extremely upset with her history teacher, Dr. Potter, whom she considers arrogant and unfair. Her first research paper was returned slashed to pieces with an F grade at the top. She feels that Dr. Potter deliberately embarrasses and demeans her in class. When discussing the situation with her husband, she observed, "I think Dr. Potter either resents me or expect more from me because I'm the oldest student in the class." Yesterday, Rachel made an appointment to see the professor to discuss the problem openly. Is the solution a good one?

5. Mario, at 29, feels he is more handicapped than other returning students his age. He grew up in a family that spoke only Spanish. Although he is bilingual, his English is weak. Although he raised himself to a supervisory position in the factory where he works, he does not consider this background any help to him. He dropped out of high school fourteen years ago and is fearful of the classroom where he might be embarrassed. His long-term goal is to get into upper management, but he must have a degree to do it. Is Mario's goal impossible to reach?

Part Three

ADVISING AND CAREER DECISION-MAKING

Proposition Three: Educational Advising Should be Career-Focused. The advising process should include both short and long-range planning through an exploration of life goals, an exploration of vocational goals, and the compatibility of those goals with the student's course of study, and planning for alternative careers.

DIRECTIONS- The purpose of this KEY is to help the student and advisor proceed from the "general" (where the student is now) to the "specific" (where the student wants to be). Begin the process by finding the statement that "fits" you (the student) the best. Proceed to the subsequent pages and sections as indicated.

There may be times when two or more statements or descriptions seem appropriate. If so, choose the BEST ONE and proceed completely through the KEY, before repeating the process to check second choices.

1. I am totally and completely undecided as to my major because I don't know what my interests are at this time.

   Go to: pg. 33, sec. I.

2. I cannot make any decisions, including the area in which I'd like to major.

   Go to: pg. 34, sec. II.

3. I really like so many things, I can't choose just one.

   Go to: pg. 35, sec. III.

4. I know what career I want, I just don't know what major is required.

   Go to: pg. 36, sec. IV.

5. They don't offer the major I want at BCC, so I don't know what to do except transfer.

   Go to: pg. 36, sec. V.

6. I know what I want to major in, I just don't have high enough grades to declare it yet.

   Go to: pg. 37, sec. VI.

7. I know what I want to major in, but I don't know if I can get a job after I graduate.

   Go to: pg. 38, sec. VII.

8. I know what I'm going to major in, I just want to "look around."
   Go to: pg. 38, sec. VIII.
9. I'm on academic probation because of my low GPA, so I thought of changing my major.
   Go to: pg. 38, sec. IX.
10. I don't like any major.
    Go to: pg. 39, sec. X.
11. I don't want to be in college.
    Go to: pg. 39, sec. XI.
12. I've got a good idea of what I want, but it combines or includes more than one area.
    Go to: pg. 40, sec. XII.
13. My placement results indicated that I had to take remedial courses, delaying the major courses I originally chose.
    Go to: pg. 40, sec. XIII.
14. I don't want to be "pinned down" because this is a decision that is going to affect the rest of my life.
    Go to: pg. 41, sec. XIV.
15. I don't want to decide because I don't care about or need to graduate.
    Go to: pg. 41, sec. XV.

16. I'm a freshman registering for my first semester of classes and I don't know what classes to take.

    Go to: pg. 41, sec. XVI.

17. HELP!

    Go to: pg. 42, sec. XVII.

CAREER CASE PROBLEMS, p. 43-44.

Where To Go For Help and Whom to See

Section I. I am totally and completely undecided as to my major because I don't know what my interests are at this time.

Go to the Career Services Office in Loew Hall, Rm 328. You may also call for an appointment by telephoning 220-6414. Tell the staff your advisor sent you for assistance with choosing an academic major and information about career possibilities.

During your appointment at the Career Library, a peer counselor will begin to help you "center-in" on what it takes to identify your interests and the sources of information available. (Part of good decision-making is having adequate information). Discussions may also include courses you've done well in as well as your hobbies and interests. These two areas can often yield valuable clues to your basic interests.

In the event you turn out to be a "pure" undecided student, you may be referred for testing. The staff may use a variety of tests (usually the COPS inventory) and questionnaires to measure your vocational interests, values, and abilities. You will then return to your advisor for follow-up and to start planning for the following semester.

Now, complete this statement: "After going to the Office of Career Services and doing everything they asked me to do, I still don't know what to do because: (a) I'm weird, (b) The Career Services Office was not helpful, (c) I'm a hopeless case, (d) I'm not interested in anything, (e) All of the above, (f) None of the above."

The correct answer is (f), None of the above. Unless you're in a panic or need to declare a major immediately to graduate in a reasonable amount of time, sit back and relax. It is possible that you just need more time. Not all students know exactly what they want to do at any given moment. Therefore, as you proceed through this coming semester, keep checking for classes of interest to you, and work for the highest grades possible. If, on the other hand, you are part of the "panic set," please make an appointment at the Office of General Counseling. Phone 220-6170 as soon as possible.

Section II. I cannot make any decisions, including the area in which I'd like to major.

For a variety of reasons, some people have a difficult time making decisions. For example, some students report that they have not had to make many decisions before, they are fearful of the outcomes, so they avoid making decisions; they don't have enough information upon which to base a decision. Whatever the case, all is not lost. In fact, this "problem" occurs often enough so that the Office of General Counseling has developed special expertise and programs to help students develop decision-making skills.

In teaching you the skills of decision making, the counselors will assist you to gather information, develop alternatives, and check out the best alternative for you. They might even "throw in" a "first aid kit" in case you make a wrong decision. Overall, they should be able to help you make a decision.

Call 220-6170 or stop by the General Counseling Office (Loew - 202) for an appointment.

After your visit to the General Counseling Office, let your advisor know of your decision. He or she will take over at that point and direct you toward the selection of your new courses or academic major.

Section III. I really like so many things, I can't choose just one.

With so many choices, it is unpleasant to imagine choosing just one interest area, and abandoning the rest. In reality, that will need to be your ultimate task. However, who said you needed to abandon all of your interests for just one? The ones you don't choose can often become avocations or hobbies.

The process is this. Begin projecting yourself a little into the future and imagine that you are "on the job". Through the use of your imagination, you should be able to conceive of the perfect job and career for you (Even though no job or career will be perfect). Remember, a career is a series of jobs within a particular occupation. Once you imagine that job, try to identify the characteristics, listed below, that are inherent to the position.

Is your Job: High-paying? -or- Low-paying, but secure?

Does it reach toward executive, or high social status? -or- Is it more middle class in nature?

Will it require you to travel? -or- Can you settle down and stay in one area?

Are you your own boss? -or- Do you report to a superior?

Do you set the guidelines? -or- Do you follow predetermined standards, rules, guidelines, etc.?

Do you work regular hours? -or- Do you establish your own work schedule?

None of the above job characteristics are good or bad, except as you personally view them. The good/bad vibes you have confirm the personal nature of academic and career choices.

If you can continue thinking in personal terms like those listed above and then apply your vibes to your interests, you may begin to sort and narrow your interest areas.

The Office of Career Services in Loew Hall, Rm 328 can offer additional clues if you still find yourself in a stalemate. The staff will help you find answers to such questions as: "Which major is most employable?" "What geographic area is best for my career?" "What companies would hire me if I majored in _____?"

At the Office, they may even have some other "tricks" to help you narrow your interest range. To make an appointment, go to Loew 328 or phone 220-6414. Tell them that your advisor sent you, and that you have some questions about choosing a major and/or a career.

Section IV. I know what career I want, I just don't know what major is required.

You made the most difficult decision. The rest is easy. Your advisor is an expert at helping you choose academic majors. He or she will look at your academic abilities, respect your values, and hear about your interests. Together, you will arrive at a decision of what is the best academic program for you, and one that can insure your success.

The key to deciding on a major is seeing your advisor. Nothing can be decided unless you do so. If, for some reason, you have forgotten who your advisor is, or if you can't locate him or her, please stop by or phone the Department of Student Development (220-6170). That is also the place where your advisor usually refers you if you need further assistance.

Changing schools may be the only possible alternative, but you should see your advisor first. Many students wish to stay at BCC because of its career programs and support programs that allow them to stay.

Your advisor is an expert at suggesting many academic alternatives to you. In fact, he or she may be able to show you many subjects in which you can major in order to get where you want to be. The most important thing is seeing your advisor. A few students needlessly go through the "hassles" of relocating, finding new friends, and enduring other disadvantages because they didn't see their advisor to explore all alternatives.

Section V. They don't offer the major I want at BCC, so I don't know what to do except transfer. There are three questions you have to ask yourself before taking the step to transfer:

(a) Is it better for me to complete all my remedial courses at BCC and build my math, reading, and writing skills before transferring to another college?

(b) Is it better for me to build up my GPA before transferring to another college?

(c) Could I use the time at BCC as an opportunity to further explore my career choices?

If the answers to all of the questions above is "No," then, see the transfer counselor (Loew 313). If the answer to any one of the questions above is "Yes," it would be better for you to stay, for the time being, at BCC.

Section VI. I know what to major in, I just don't have high enough grades to declare it yet.

This can sometimes be a tough problem, but if you consider the three steps below, you should be able to solve the dilemma.

1. Get your grades up! As a "ballpark" figure, many academic departments require at least a 2.00 overall GPA. In order to get your grades to that level, BCC has counseling programs that can help. Visit the PASS Center which offers individualized student progress monitoring, and can include study skills training and reading improvement. When it comes down to it, PASS Center will provide whatever is needed to help you raise your grades.

To learn more about the PASS Center, or to sign up for PASS Center workshops, call 220-6106. Tell them your advisor asked you to call and that you'd like to talk about your grades.

The PASS Center also maintains a tutor file. Every student at one time or another can use the extra boost a tutor can provide. Perhaps that extra help can be just enough. To obtain a tutor, phone or stop by the PASS Center.

2. Don't give up, YET!!! There may be some students who give an honest effort to raising their grades, yet nothing seems to work. If you are one of those students, there are still some questions that need to be answered. They are: a) Do you really want to be in college? b) Are there some personal problems getting in the way of your earning higher grades? c) Are you at the maximum of your ability? d) Are you really studying or just going through the motions? Maybe, you actually believe you're studying and you're not. BCC has some good resources to help you find answers to these questions. You can see your advisor; or go to the General Counseling Office, Loew Hall 202, phone 220-6170.

3. Give up...NOW!!! Sounds like rather negative, cruel advice, but in fact, it can be positive. See your advisor and ask if he/she thinks you've got a chance, ever, to complete your degree program. Some student holds the record for the number of semesters he or she planned to get a high enough GPA but never did. Unless you have a need to break records, don't play that silly game.

Instead, take a positive step, and with your advisor, decide on a major more realistic for you. Don't fall into the trap of thinking you are a failure if you do this, or if you enroll in a major that you think is a "comedown." In fact, YOUR DECISION IS GOING TO HELP INSURE YOUR SUCCESS.

Again, the key to your turnaround is going to be the visit you have with your advisor. If, for some reason, you have forgotten who your advisor is, or if you can't locate him or her, please stop by the General Counseling Office (Loew Hall-202) or phone 220-6170. You need more assistance than your advisor provides. Speak with a counselor.

Section VII. I know what to major in, but I don't know if I can get a job after I graduate.

Learning about job placement percentages is easy. Call 220-6414 or stop by the Career Services Office in Loew Hall, Rm 328. Ask about the numbers and salaries of the students with the same majors as yours that they placed with different employers.

The Career Services Office can do much more than just give you "odds" on your placement chances. They can teach you how to be more effective in selling yourself. In a tight job market, that ability is extremely important. Often enough, students do not have to give up their first career or academic major choice. For example, if you are very good in your academic area, and know how to approach a potential employer, you can sometimes sway a hiring decision in your favor.

Section VIII. I know what I'm going to major in, I just want to "look around."

That's great! Increasing your knowledge of what's available can only serve to verify that you have made a correct choice, and to give you a broader base of knowledge. Let your advisor know what you're doing, and be certain that you make the correct choices as you look around.

Section IX. I'm on academic probation because of my low GPA, so I thought of changing my major.

It's unfortunate that this had to happen. However, if you will follow through on the questions below, the situation can be changed in a positive direction.

First, you must determine how got into academic difficulty in the first place. The obvious answer is because of low grades. We already know that. The real question is, "Why did you get low grades?" Is this question easy to answer? It can be if you are brutally honest with yourself. So, try one of these on for size.

a) My abilities and major do not match.

b) I "partyed" too much.

c) I don't know how to study.

d) I really don't want to be in college. Flunking was my way out.

e) I can't study because I've got too much on my mind.

f) I never have any time.

g) I'm so bored with my classes, I can't stand it.

h) How can I study something in which I have no interest?

i) I try and try and try, yet I still flunk.

j) HELP!

Once you ""psych-out" yourself, take your answers to the PASS Center, Sage Hall, second floor. Tell them your advisor asked you to stop by for help with raising your grades. Don't be embarrassed, they also see "A" and "B" students who want to do better.

The PASS Center runs reading and study skills programs. They will help interpret what you've learned about your problem, then recommend some good aids to remedy the situation.

Once you have your study life back on the right track, go back and see your advisor who will help you decide on the next course of action. This could be transferring to another school, choosing a new major; returning to your old major; quitting and looking for a job. Whatever the case you should be optimistic that things will become more positive for you...because they really will.

Section X. I don't like any major.

Not liking any major is a "heavy" statement. You need to clarify in your mind what you are really saying. Could it be that:

(a) Your range of interests is so narrow or specific that, indeed, you don't like anything BCC has to offer? -or- (b) Sometimes, not liking anything points to a general dissatisfaction with one's present situation or environment (i.e. Are you really saying that you just don't want to be here at all?) -or-(c) Sometimes, we imagine we don't like something because we have not been exposed to other possibilities. It's like the old "try-it-you'll-like-it" syndrome." At BCC, we can offer you ways to "try it." Maybe, you'll like it!

Obviously, before you can select a major, you have to investigate why you feel rather negative. If the above clues don't help, or you want to probe further, go to the General Counseling Office, Loew 202 (220-6170). The counselors can help put you on the right tract toward a major, or toward a completely different direction.

Section XI. I don't want to be in college.

College isn't for everyone. This, admittedly isn't a very profound statement, but, at this point, it may have some real meaning for you. ONE WORD OF CAUTION: Do not confuse being tired, frustrated, somewhat confused, or scared with some idea that you weren't meant for college. Even the most dedicated, successful students go through periods of feeling down.

Instead, if you've really given it a good try (sometimes parents insist on that and college is still bad), then you've got a good case to explore some alternatives. Go to Loew 202 (220-6170) for counseling in order to sort through your negative feelings. Then, try to arrive at a decision as to what you are going to do.

Section XII. I've got a good idea of what I want, but it combines or includes more than one area.

"Have we got a deal for you!" Go to the General Counseling Office, Loew 202. The counselors can describe different majors to you. They can even tell you about the possibility of designing your own major through Independent Study in the Liberal Arts Academy. Whatever the outcome, you can be certain that they will help you arrive at the best program for you.

Section XIII. My placement results indicated that I had to take remedial courses, delaying the major courses I originally chose.

As you may know, this is a case where your past academic performance indicates that you need extra assistance. Some students are upset or dismayed at this fact, even though there is no cause for such feelings. As you discuss this situation with your advisor, you will find a positive attitude being placed on your status.

This positiveness starts with the statement, "BCC wants you to succeed." For example, in the PASS Center, you will receive close attention and offers of special help to be certain your grades are the best you can achieve. While there are no guarantees, if after a semester or year, your grades are at the level required by your preferred major, you may regain your regular matric status. With careful help from your advisor this can often be done, and STILL ALLOW YOU TO GRADUATE ON TIME.

By far, the most important single factor in getting where you want to be is your grades. If you don't achieve a satisfactory GPA in a reasonable amount of time in your major, then you ought to investigate alternative programs with your advisor. It is possible that you chose an area that is above your ability level. That is not a disgraceful situation. It can, however, be negative and destructive to your ego if you persist and subsequently continue to fail. It's kind of like the old "hit-your-head-on-the wall syndrome."

Instead of that, take a positive stand. Ask yourself, "What can I major in where I will be successful?" Ask your advisor for help. He or she is familiar enough with BCC to be able to match your academic strengths with some possible majors for you. Then, put aside any attitude you may have about "hurt pride" or second choice major. Make a decision, and GO FOR IT!

Section XIV. I don't want to be "pinned down" because this is a decision that is going to affect the rest of my life.

Don't believe it!!! If there has ever been one fallacy related to college that has hurt more people, it's this one. You can only be trapped or have your life vocation cast-in-stone if you allow that to happen. If you need convincing, go to BCC's Office of Career Services, Loew 328. Tell them that your advisor asked you to stop by to find out what kind of things you can do with a certain major. They will show you the facts from their placement records. They can prove that no one is ever trapped simply by declaring a major.

A good philosophy to practice if you have fallen prey to this fallacy is, "MAKE A DECISION, THEN MAKE IT RIGHT!"

Section XV. I don't want to decide because I don't care about or need to graduate.

Most students need a specific goal to attain or the motivation that the prospect of a diploma can bring to complete their academic program. You are apparently an exceptional person who is content with just "looking around" academically, or learning for the sake of learning. Good for you! You're in a rather enviable position and are encouraged in your academic endeavors.

Section XVI. I'm a freshman registering for my first semester of classes and I don't know what classes to take.

Relax! That's the first and most important thing. As a new student, you may, at times, feel overwhelmed by all of the things you have to learn and do to become a college student. We've anticipated that. As you begin your college career, especially trained counselors will work closely with you. You will be assisted in choosing classes, registering, learning administrative procedures, and other academic activities. Later, as a "seasoned" BCC student, you should be well prepared to accept these responsibilities on your own, in consultation with your academic advisor.

The most immediate task to be completed is to get you registered for classes. Again, your academic advisor or counselor will help. You can begin, however, by clearly thinking through the direction you want to take in choosing a major. If you have not already chosen an area of study, the steps in this KEY can help you. In any case, one of the best references is your college catalog. Look through it, and check out the various majors and associated required courses. Do you see anything you like?

Section XVII. HELP!

So, you didn't find a statement in the KEY that fit. In noway does that mean you're strange, weird, or anything else. It most likely means that you're an individual with a somewhat unique situation. Go to the General Counseling Office. They will talk with you and help you determine the best step to take next.

By the way, if the advice they or anyone else at BCC gives you doesn't make sense, or doesn't help, let them know. Most of the time, you are going to encounter helpers that want to see your problem through to a successful end. You have a right to expect that.

The General Counseling Center is located in Loew Hall, Rm 202, phone 220-6170.

CAREER CASE PROBLEMS*

1. After taking an interest inventory, talking with her counselor at length, and doing considerable research on her own, Angela became convinced that she wanted to spend her life helping others. She finally narrowed her choice to three careers: teaching was her first choice, followed by social work, and personnel work in business. Her planned strategy is to first get a teaching credential and try to become a teacher. If that doesn't work, she will then try social work. If nothing opens up there, she will seek a position in business that will lead to personnel work. Is Angela's strategy sound?

2. Since she was twelve years old, Sylvia wanted to become a veterinarian or physician. Every vocational test or inventory she has taken has reinforced this dream. When she entered college three months ago, she was advised to take chemistry and advanced algebra. But last week, both her chemistry and math professors told her that her work was less than satisfactory. Sylvia was so discouraged that she dropped both courses. Did she take the right action?

3. For one reason or another, Walt cannot work up enthusiasm for any of the careers he has investigated. Nothing seems to excite him even a little. Because he feels his education has no purpose, he is seriously thinking about dropping out of college. He sees no reason to continue if he can't find a career to aim for. What vocational test would you suggest he take?

---

*Compare your responses to the students' career problems # 1 - #5 described above with the Part III: Comments on Career Case Problems found in Appendix C, p. 84.

4. Bruce enrolled at a local college primarily because he wanted to discover what to do with his life. His plan was simple: he would take a single course in every possible department or division until he found one that he really liked. Only then would he start concentrating on one area of study. He decided that this plan would eventually lead him to a good career, although he admitted that it would take some extra time. Do you approve of Bruce's plan

5. Last week, Hank decided to stop-out of college because none of his classes had any meaning for him. He explained it to a friend, "It was ridiculous for me to continue. I wasn't motivated to learn because I wasn't headed anywhere. I became convinced that it would be better for me to get a job or knock around a couple of years until something came along." Was Hank right?

Part Four

ADVISOR AND STUDENT INTERACTION

Proposition Four: The Quality of Student-Faculty Interaction is a Major Contributing Variable to the College's Holding Power.

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THE CASE OF SANDRA

Before proceeding, assume you are discussing Sandra's vocational interests with her when she says, "I'm really interested in going to design school, but there are none close by and I don't want to leave home to go to college." What would be your response to Sandra? Assuming you want to be as helpful to her as possible, Rank order the responses below from most helpful, in your opinion, to least helpful. Place a #1 beside the most helpful response, a #2 beside the next most helpful response, and so on.

_____a. You shouldn't be afraid to go away from home to college. It would be good for you.

_____b. Why don't you want to leave home?

_____c. You're concerned about being away from your family.

_____d. Going away would be fun. You'd enjoy it.

_____e. What is it about leaving home that concerns you most?

_____f. Right now you don't want to leave your family and go away to college.

_____g. You don't want to leave home because you've never been away from your family before.

OUR ANSWERS TO THE CASE OF SANDRA

We ranked the responses as follows:

7 a. (evaluating)

5 b. (closed question)

1 c. (reflecting feeling)

4 d. (supporting and reassuring)

3 e. (open-ended question)

2 f. (clarifying content)

6 g. (analyzing)

Did your answers coincide with ours? You'll get another opportunity at the end of this section. Please read on.

THE FACILITATING RESPONSES

It seems obvious, and there is plenty of research to show that different types of verbal behaviors have differing degrees of effectiveness in facilitating interaction between two persons. In reviewing the next few pages, it should be remembered that any verbal behavior *may* facilitate interaction and student self disclosure and involvement. However, some verbal behaviors have been shown to be more effective in this regard than others. The goal is to increase the frequency of the use of the more facilitative responses and to decrease the frequency of the less facilitative responses--to respond selectively.

The seven major counseling responses (verbal behaviors) are presented here in rank order from least facilitative to most facilitative.

Evaluating

This type of response attempts to communicate what a student might or ought to do. Since counselors are typically figures of authority for students, such statements often have powerful and significant impacts on them.

As a general guideline, counselors/advisors should attempt to *minimize* the number of evaluating statements made in a counseling session because such statements tend to inhibit student self-disclosure and, therefore, interaction.

As you read the following examples of evaluating statements made by an advisor, try to imagine the student's reactions to the statement.

Example A

Student: Gee (smiling), I got the 90th percentile in the math aptitude section.

Advisor: That's a good score -- you'd make a good engineer.

Example B

Student: I really thought my English achievement score would be much higher.

Advisor: What you need to do is study harder and that score will come up next time.

Analyzing

This type of response attempts to explain a student's situation or behavior, to tell him/her why he/she behaved in a certain manner. Often, this type of response is made in the hope that it will help students gain insights into themselves by linking them with "analogous" situations. Sometimes, though not often, this type of response is helpful to students because it gives them an additional perspective. However, this only occurs when the analysis is sensitive and accurate and the student is ready to accept an interpretation. In other words, the effective advisor will have developed a helping relationship with the student before making an analyzing statement.

Unfortunately, analysis responses most often represent projections of the responder's attitudes, values, and feeling onto the student. Such responses are often interpreted by students as an attempt to have them comply with the responder's thinking. Thus, they cause reactions similar to those for evaluating and generally inhibit the interaction process.

Again, try to put yourself in the place of the student in the following examples of advisor analyzing responses.

Example A

Student: I seem to have very high interest in the medical science areas.

Advisor: That's because your father's a doctor and you take after him.

Example B

Student: I sure did poorly on the science test.

Advisor: That's because you never have liked science.

Closed-questioning

There is no doubt that questioning can be a valuable tool in educational counseling. However, a closed question, in its extreme form, permits only a yes or no response and is usually phrased in such a manner that answers are limited to a few words or perhaps a choice among several responses. The "why" question is a closed question because it lacks sensitivity and causes the person to come up with a reason for his/her behavior--it can cause defensiveness. What people don't know is why they do the things they do and asking them "why" often results in a shrug of the shoulders. A "why" question tends to connote evaluation.

Place yourself in the place of the student in the following examples:

Example A

Student: I only want to work for one reason and that's for money.

Advisor: You're not interested in other type of rewards, are you?

Example B

Student: These tests are for the birds.

Advisor: You don't like to take tests, do you?

Reassuring and supporting

This type of response attempts to instill confidence in the student. Again, since counselors/advisors are often authority figures for students, such a response may be consoling to students and supporting if they feel that someone believes in them. This type of response is very commonly used because it is believed by many that this is the best form of encouragement.

The problem with the reassuring or supporting response is that it often implies that students should not feel as they do. It denies or shuts off and doesn't communicate acceptance, respect or understanding. Often these responses are interpreted as someone acting "superior" to the student and thus the student withdraws from the person. Many times such a response says to the student that we think everything is fine with him/her, when, in actuality, it is not. These responses relay to the student that we would really rather not hear more about his/her feelings right now--"things will be OK on Monday."

Consider the following examples from the student's perspective. How would you feel?

Example A

Student: I thought my interest score in the area of teaching would be higher.

Advisor: Don't worry about it--it's about the same as mine and I did okay.

Example B

Student: My scores aren't high enough for me to get into the school I wanted.

Advisor: That's O.K. You can always go to a nearby community college.

Open-ended questioning

This response attempts to gain additional information from the student. A good open-ended question implies that the student might profit from further discussion of a point. A good question also serves as a guide to the nature of the information desired by the questioner. The most facilitative questions are those that are person-centered, open-ended, and non-threatening. The open question encourages the respondent to develop his/her answers in whatever length and whatever detail he/she wishes. In other words, open-ended questions give the student room to disclose innermost feelings and thoughts about the matter.

Open-ended questions enable you to follow the student's thinking rather than have the student follow yours. Questions that begin with what, how, when, or where are usually open-ended, sensitive, and non-threatening.

In the following examples, different open-ended responses are made to the same student statement. How would you react to each response if you were the student?

Example A

Student: I really don't like school and probably won't go on next semester.

Advisor: What do you dislike most about school?

Example B

Student: I really don't like school and probably won't go on next semester.

Advisor: What could you have done to better prepare yourself for college?

Clarifying and summarizing of content

This type of response attempts to communicate accurate understanding of the content of what the student has said. Such a response assures students that they are listened to and are being heard correctly and that the counselor/advisor is following their lines of reasoning or thinking. Clarifying and summarizing responses usually involve "fresh words" and are a simplification of what the student has said. They are a restatement of the content of the statement. A good clarification or summarizing response also allows the student the flexibility to correct the response without feeling defensive if it is inaccurate. This type of response enhances interaction because it communicates that the counselor/advisor is really listening to what the student is saying.

One limitation of the clarifying and summarizing response is that, if used too frequently, it leads to "one-sided" conversations. However, such a development is rare. Practice and repeated exposure will usually enable counselor/advisor and student to begin to use this type of response effectively.

The following examples show counselor/advisor clarifying and summarizing responses. If you were the student, what would you be likely to say next?

Example A

Student: I didn't know we weren't supposed to guess at the answers. I tried to answer every one.

Advisor: You didn't understand the test instructions.

Example B

Student: I don't want to even look at my achievement test scores; the results are always the same -- terrible.

Advisor: You're convinced they're bad.

Reflecting and understanding of feeling

This type of response attempts to communicate understanding of the emotion or feeling behind a statement. It is the most facilitative type of response because it communicates the deepest form of understanding. It is also the most sensitive and most readily accepted response. The use of even just a few reflecting and understanding of feeling responses greatly enhances the interaction and, therefore, improves the effectiveness of the process. These statements on the part of the counselor/advisor encourages exploration on the part of the student.

The primary limitation of the reflecting and understanding of feeling responses is that they are the most difficult responses to model for the student. Often, the response is so short that some students may miss the true impact of the statement. However, this is not a serious limitation since repeated exposure to such responses will eventually have a positive impact.

The following are examples of counselor reflection and understanding of feeling responses. Do you feel what the student is feeling?

Example A

Student: I can't take these scores home--my father will hit the roof! He expects a lot better from me.

Advisor: You're afraid of how your father is going to react.

Example B

Student: Wow! Look at these scores! I can go to any college I want to now.

Advisor: You're happy to be free to choose.

HELPER RESPONSE DISCRIMINATION EXERCISE*

For each of the helper responses below, place a number 1 through 6 on the blank space to indicate the type of response. In each of the three situations, assume a helping relationship with a person who says:

1. I always try to do my work well. I like for things to be right, but, in this course it seems like I just can't do anything right. I studied harder for this test than for the last one, but I got a lower grade.

___ (a) You probably got pretty tense because of your strong need for approval so that the anxiety actually got in your way.

___ (b) How much did you actually study, and what study methods did you use?

___ (c) It's very important to you to do a good job and you usually do O.K., but in this instance studying just doesn't seem to help any.

___ (d) You did not like the grade you got, did you?

___ (e) Assuming that you spend as much time studying as you imply - then you should approach the task differently. Why don't you try outlining the chapters?

___ (f) You feel really disappointed and frustrated because your performance makes you seem inadequate as a person. . .and you're wondering if the problem is in you or in the course.

___ (g) A lot students have difficulty with this, but if you just keep working at it, things will begin to fall into place and you'll do O.K.

---

*Answers to Helper Response Discrimination Exercise are found in Appendix C, Part IV, p. 85.

2. I just can't get with it. When I came into this class, I made up my mind to really change my image - to really be part of the group and get involved in the work, but whenever I say something, it sounds stupid and everybody just ignores me. I tried to hang around after class thinking someone would talk to me, but they don't. Why are people so unfriendly to me?

___ (a) I don't think your comments sound stupid. As you gain more confidence and speak up more, I'm sure the other students will appreciate what you have to say.

___ (b) You've tried everything to get people change their mind about you, haven't you?

___ (c) You should have more confidence in yourself. One way to do this is to be better prepared. Write down a couple of relevant comments before class so you can put them in at the appropriate time.

___ (d) What happened to make you want to change your image?

___ (e) You apparently have an inferiority complex which was probably caused by your parents and earlier teachers not encouraging you to speak up about what you thought or felt.

___ (f) You feel resentful because no one will pay attention to you and at the same time you're trying to figure out whether you are doing something that causes people to ignore you.

___ (g) You want to participate in class and make friends with the other students, but as you see it, you aren't making any progress.

3. I got your letter saying that you could probably help me go to college, but Daddy says we're not going to take any charity. Yet, he won't pay my way. I tried to get him to at least talk to you when you came today, but he was real ugly.

___ (a) Well, don't you worry. When I talk to your father, I'm sure he'll come around.

___ (b) What does your mother think of the idea?

___ (c) You can't get through your Daddy, could you?

___ (d) You just tell your old man that his taxes pay for our services whether he uses them or not.

___ (e) It sounds like your father has a very weak ego. It would threaten his authority if you got help from any one other than him.

___ (f) You want to go to college. It's possible that Rehabilitation Services could help you, but right now your father seems to be blocking that possibility.

___ (g) You must feel really disappointed wanting so much to go to college - yet, seeing your father block the only avenue that you see open to you.

HELFPUL RESPONDING EXERCISE*

Procedure: Below are a number of helpee statements. There are also three helper responses for each statement. Your task is to mark the helper responses in one of three ways:

least effective	-
moderately effective	M
most effective	+

1. "I've been in school now for three weeks, and I haven't met anyone yet."

   ___ (a) What have you tried?
   ___ (b) You must feel lonely because no one has taken any notice of you.
   ___ (c) It must be very depressing to be so alone and left out.

2. "I hate my mother--she just disgusts me, but I can't break away. I've nowhere else to go."

   ___ (a) You shouldn't hate your mother, think of all the things she has done for you.
   ___ (b) You feel trapped because you can neither tolerate your mother nor get away from her.
   ___ (c) To be so dependent on someone you feel such hostility towards must be very difficult.

3. "Look at me. My clothes are a mess, my hair long and put up like a freak. Why do I have to look different from everyone else just because my mother's so strange" (Body tense, fisted hand, angry look.)

   ___ (a) Why do you think she won't let you dress the way you want to?
   ___ (b) You feel so out-of-place having to dress differently from the others.
   ___ (c) You're so angry at your parents for making you dress like this that it's getting to you. You'd like to strike back at them, and yet you're afraid to.

4. "I tried to tell myself that I could quit smoking anytime that I wanted to. Now, I'm not sure I can at all. I'll tell myself that's it and then in a few hours I'm back at it.

   ___ (a) You're so disgusted with yourself because you can't stop smoking.

---

*Answers to Helpful Responding Exercise are found in Appendix C, Part IV, p. 86.

___ (b) Have you thought about what the Health Dept. has said about smoking?

___ (c) To think that you have a habit that you can't break is frigthening--what if this inability to control spreads to other areas of your life--that's really what has you uptight.

5. The principal was always hassling me, so I quit. At that time, I thought I did the right thing, but now I'm not so sure.

___ (a) How did the principal hassle you?

___ (b) You feel uncertain about your decision to quit school.

___ (c) What a stupid thing for a young person to do.

6. I know you're my counselor, but you're not much older than I am, and I can tell that you like me more than the other students. I know you're not supposed to date students, but I won't tell anyone. Will you meet me tonight somewhere?

___ (a) What's wrong with you? I wouldn't think of doing a thing like that.

___ (b) I'm very flattered that you find me exciting, but I wouldn't allow myself to date a student.

___ (c) I'm sorry that you misunderstood me--I do like you and I want to help you with your concerns. I hope you will consider me a friend. I know how painful it is to want someone and for him/her not to feel the same say. I know it hurts.

7. The final team roster hasn't come out yet and I'm just about to go crazy. If may name isn't on it, I don't know what I'll do. I wasn't too worried last year, but this time, it's awfully important.

___ (a) You're feeling very uptight about whether you'll be chosen--especially having to wait and wait.

___ (b) Why don't you try to relax and do something else and just forget about it. There's nothing you can do now to change it anyway.

___ (c) When something that important is unresolved--it's awfully hard to live with--hard to put out of your mind--grades, sports--the whole future seems to be hinging on it right now--there's so much involved.

8. My mother never loved me. I was the last baby and I always felt like I was a burden to her--especially after the others left home.

___ (a) Forget about the past--you can't change that--you have to look to the future.

___ (b) Even now, it hurts to think about it.

___ (c) It still hurts to look back on it and even now, you sometimes feel that you are a burden to others.

RESPONDING WITH EMPATHY EXERCISE*

This exercise will give you practice in developing empathetic responses using the formula, "You feel_____
_____
because_____."
In completing this exercise, try to imagine yourself listening to and talking to someone. If the formula approach sounds mechanical or artificial, bear in mind that it is only a technique to help you get started.

1. "History 10 class would be okay if we didn't do the same thing every class session. The lectures are good, but that's all we ever seem to do."

   Formula: "You feel_____

   because_____"

2. "I would like to go on to college when I finish high school. I know that's what I want to do. But, some of those courses I need like chemistry, and physics, and algebra; I just don't know how I'm going to get through all that."

   Formula: "You feel_____

   because_____"

3. "I know I'm supposed to put on gym clothes, but I don't care. I'm not going to do it. Those creepy girls just want to make fun of me when we have to take showers."

   Formula: "You feel_____

   because_____"

4. "This school gets more like a prison everyday. First, you tell us we can't go braless. Now you say we can't wear hip-hugger pants. Wow, all we want is to be comfortable. What's the big deal, anyway?"

   Formula: "You feel_____

   because_____"

*Answers to Responding with Empathy Exercise are are found in Appendix C, part IV, p. 87.

5. "Just like you asked me, Mrs. Sanchez, I tried to get my father to the PTA meeting last night. But I guess I overdid it. After the third time at asking him, he sent me to my room and said something like, PTA is just a lot of crap."

   Formula: "You feel_____

   because_____"

6. "Somebody keeps writing 'fat-so' on my wall locker. This is the second time this week. Why don't they just leave me alone?"

   Formula: "You feel_____

   because_____

7. "Why am I the only one who didn't get an A in your class? It always seems to work out that way. I don't think it's fair."

   Formula: "You feel_____

   because_____"

8. "It's not easy when people are laughing behind your back. You don't know what it feels like."

   Formula: "You feel_____

   because_____"

9. "The other kids in the class always get your attention. You never seem to notice me."

   Formula: "You feel_____

   because_____"

10. "Mom just told me this morning, and I still can't believe it! Jim asked Mom to marry him. He's a great guy, just the kind of person anyone would be proud to have for a father."

    Formula: "You feel_____

    because_____"

Part Five

ADVISING AND REFERRAL

Proposition Five: The Premier Goal of Educational Advising is the Full Response to the Student's Needs. Assessment and referral procedures initiate interventions with students that identify needs and problems and that stimulate student utilization of appropriate campus resources and services in a timely manner.

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INDICATORS OF WHEN TO BE CONCERNED

Being aware of signals that indicate the possibility of problems can be helpful to a faculty member in making a judgement about whether or where to refer a student for counseling.

The following signs may indicate that a student could benefit from a referral to the Counseling Center.

Unusual Behavior

1. Withdrawal from usual social interaction.
2. Marked seclusion and unwillingness to communicate.
3. Persistent antisocial behavior such as lying, stealing, or other grossly deviant acts.
4. Lack of social skills or deteriorating personal hygiene.
5. Inability to sleep or excessive sleeping.
6. Loss of appetite or excessive appetite (starving or bingeing behavior).
7. Unexplained crying or outbursts of anger.
8. Acutely increased activity (i.e., ceaseless talking or extreme restlessness).
9. Repeated absence from class.
10. Unusual irritability.
11. Thought disorder (i.e., the student's conversation does not make sense).
12. Suspiciousness, irrational feeling of persecution.
13. Irrational worrying or expressions of fear.

Traumatic Changes in Personal Relationships

1. Death of a family member or a close friend.
2. Difficulties in marriage or family relationships.
3. Dating and courtship difficulties.

4. Sexual abuse (i.e. , rape, incest, harassment).

5. Terminal/chronic illness of a family member.

Drug and Alcohol Abuse

1. Indications of excessive drinking or drug abuse (i.e., binges, neglects eating or physical appearance, impaired thinking).

2. Severe drug reaction (i.e. , bizarre behavior, unexplained "blackouts" of memory).

3. Being a child of an alcoholic or drug dependent parent.

Academic Problems

1. Dramatic drop in grade point average.

2. Deficient reading speed or comprehension.

3. Poor study habits.

4. Incapacitating test anxiety.

5. Sudden changes in academic performance.

6. Lack of class attendance.

Career Choice Problems

1. Dissatisfaction with academic major.

2. Unrealistic career aspirations.

3. Confusion with regard to interests,a abilities, or values.

4. Chronic indecisiveness or choice conflict.

5. Uncertainty of career alternatives.

Taken alone, any of these signals may be insufficient to warrant intervention. However, duration of behavior, combination of signals, and the degree of intensity of indicators will determine the type of intervention needed.

WHEN TO REFER

Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines which may help the faculty member define the limits of his or her involvement with a particular student's problem. It is important not only to hear what the student is saying, but to be attentive to the non-verbal behaviors as well as the feelings underlying the message being conveyed verbally. A referral is usually indicated under the following circumstances:

1. When a student asks for a referral. However, you need some information from the student to know where best to refer him or her. It is also a good idea to explore with the student how urgent this need is. It may be that the student is feeling upset and some exploration with you will help him/her feel more comfortable with being referred.

2. When a student presents a problem or requests information which is outside your range of knowledge.

3. If a student is contemplating suicide. This situation has the potential of being the most severe of all crises. Although there are wide differences in the seriousness of suicidal thoughts, anytime a student is thinking of it seriously enough to discuss it with you he or she is probably pretty upset. Although it is important for you to help deal with immediate feelings, a threat to self or others ethically requires strong intervention on the part of the faculty, members or other professionals. In order to assess the severity of the suicidal thought, a counselor from the General Counseling Office (220-6170) or the clinical psychologist at the PASS Center (220-6106) should be contacted. Offer to walk with the student to see the counselor. Report such conversations to a counselor or to the clinical psychologist. It is possible to save a life by taking quick, effective action.

4. Someone you believe you have not helped enough who needs more help. None of us can help everyone we try to help because of personality differences, lack of experience, or a variety of other reasons. When you have the feeling that you have not been helpful, try to be honest with the student and suggest a specific person or agency that would meet the student's needs. Also suggest counseling (General Counseling Office, phone 220-6170) or contact the clinical psychologist (PASS Center, phone 220-6106).

5. Lack of objectivity on your part. You may know the student on other than a professional basis (friend, neighbor, relative), may know the person the student is talking about, or be identifying too closely with the problem being discussed. Any of these factors may interfere with your ability to be a nonjudgemental, empathic listener. It would be better for the student to be referred to someone else.

6. If a student is reluctant to discuss a problem with you for some reason. You may sense that the student may not feel comfortable talking to you. For example, he or she might be more at ease talking with a counselor of the same sex, or a black or hispanic counselor. In this case, you should refer the student to an appropriate individual and suggest that the person is very easy and pleasant to talk to.

7. If a student has physical symptoms. Headaches, dizziness, stomach pains, and insomnia can be physical manifestations of psychological states. If students complain about symptoms they suspect (or you suspect) may be connected with their problem, it would be in their best interest to refer them to a professional, possibly the college nurse or physician.

HOW TO REFER

When you believe that a student might benefit from professional counseling, speak directly to the student in a straight-forward, matter-of-fact fashion, showing simple and concrete concern. Never trick or deceive. Make it clear that this recommendation represents your best judgment based on your observations of the student's behavior. Be specific regarding the behaviors that have raised your concerns and avoid making generalizations or attributing anything negative to the individual's personality or character.

In life-threatening situations, the emergency procedures require that (1) you call 911. The police come in with an ambulance. Life-threatening situations usually require hospitalization. (2) Notify the clinical psychologist at the PASS Center (220-6106) or a counselor at the General Counseling Office (220-6170) giving the information needed for a follow-up. In cases where there are no life threats to self or others, the option must be left open for the student to accept or refuse counseling. It is not uncommon for students to be anxious when being referred to a professional. If you have had positive feedback from other students about the college's counseling services, you could tell the student you have referred others for counseling and that they found it helpful. If the student is skeptical or reluctant for whatever reason, simply express your acceptance of the feelings so that he or she feels free to reject the referral without rejecting you. Give the student room to consider alternatives by suggesting that perhaps you can talk about it later after the individual has had some time to think it over. If the student emphatically says "No," then respect the decision and again leave the situation open should he or she decide to reconsider. Above all, do not rush. Unless it is a matter of clear urgency, go slowly.

If the student agrees to the referral, place a call to the General Counseling Office (220-6170) right then, with the student present. Usually, you'll make an appointment through the secretary. The student's home and work phone number may be left and he or she can also be called

later if the counselor cannot talk on the phone at that time. In most cases the student can be seen in a day or so. If it appears to be an emergency, ask to speak directly to a counselor or to have your call returned as soon as possible. If appropriate, suggest to the student that with his or her permission you will give information to the counselor about the nature of the problem. Have the student write down the counselor's name, address, extension, and the time and date of the appointment. Confirming an appointment sometimes makes the difference in whether or not the student keeps the appointment. Finally, follow up with the student at a later date to show your continued interest, even if he or she did not accept a referral.

TO SUM UP

1. Find out enough about the student's problem to be able to make a good referral.

2. Involve the student in the process. Deal with the student's feelings about the referral (i.e., objections, fears, etc.) before he or she leaves.

3. Go slowly--EXCEPT IN AN EMERGENCY. The student should be made aware that he or she is free to accept or reject the referral.

4. Be very specific in the referral (identify location, name of counselor, telephone number).

5. Try to determine how much help the student needs in contacting the person to whom he or she is being referred. The student may need to be escorted. On the other hand, try to let the student do as much for himself or herself as you can.

6. Follow-up! Even if the student did not accept your referral, following up at a later date will demonstrate your continued interest.

Finally, the referral process is one that should communicate to the student that (1) you are concerned about his or her well-being, and (2) you consider the problem one which requires professional attention, which you are unable to provide. These two messages, effectively communicated, can determine the attitude with which the student enters counseling. That attitude affects the progress and outcome of any psychological intervention.

If you have any questions about the material in this section, please contact any of the counselors (220-6170).

REFERRAL SKILLS SUMMARY

How To Refer Students

1. Referral decisions--ability to determine whether a referral should be made:

   A. Determine the problem(s).

   B. Determine whether or not you are qualified to offer the assistance needed.

   C. Determine possible agencies or persons to whom the student may be referred.

2. Referral process--ability to professionally refer the student to the proper person or agency for help:

   A. Explain in a clear and open manner why you feel it desirable or necessary to refer.

      1. Take into account the student's emotional and psychological reaction to the referral.

      2. Get the student to discuss his or her problem(s), consider reasons for referral, evaluate possible sources of help, and assist in the selection of the specific person or agency.

   B. Explain fully the services which can be obtained from the resource person or agency you are recommending.

   C. Reassure the student about the capability and qualifications of the resource person or agency to help meet the particular need expressed.

   D. Attempt to personalize the experience by giving the student the name of a contact person to ask for or, if necessary, help by calling for an appointment for the student. Give directions to the office.

   E. Discuss with the student any need for transfer of data and obtain consent and approval for the transfer.

   F. Assist the student in formulating questions to ask or approaches to take.

   G. Transmit to the person or agency who will assist the student all the information essential for helping the student.

3. Follow-up-ability to evaluate the appropriateness and effectiveness of the referral.

   A. Determine whether or not the student kept the appointment.

   B. Discuss with the student his or her evaluation of the help received from the agency or person.

   C. Determine whether or not you selected the appropriate source of help for the student.

REFERRAL CASE" PROBLEMS*

1. Denise has always been told by her parents that she was "stupid" or "just not good enough." She is very respectful towards her parents and loves them deeply.

   Denise has maintained a "B" average and is trying desperately to improve her grades. As hard as she tries, she is not able to do better than a "B" on an exam. In the strictest confidence, she has said, "I really want to get an "A," but for some reason, I'm afraid I just might."

   Questions

   A) What is Denise's problem?

   B) How would you handle this case?

   C) Why do you think Denise is afraid that she might get an "A"?

   D) Would you make a referral? Why? How?

2. Charles has come to college after doing well-above average in high school. He does not know what he wants to do for a living, but his father told him to become a lawyer and, to Charles, this idea seems to be as good as any. Charles has always listened to his father in the past but now says, "Now that I'm a man, I shouldn't have to go running to my father for answers to every little question."

   Charlie's "little question" is whether to go for a A.A. degree in paralegal studies or an AAS degree in business accounting. He is strongly interested in taking business courses but he feels that he has a better chance of getting into law school with a liberal arts background. Charles has no interest in any liberal arts major other than as a stepping-stone to law school.

   Questions

   A) What is Charles's problem?

   B) What action would you take?

   C) Would you make a referral? Why? How?

   D) Why do you think Charles says, "Now...I'm a man?"

---

*Compare your responses to the referral case problems #1 - #5 described above with Part V: Comments on Referral Case Problems found in Appendix C, p. 88.

3. Frank says "I want you to make them stop. All of them - make them stop talking about me."

"There was this teacher, see - he knew I was smarter than him so he wanted to get me out of the class. He tried to fail me but he couldn't so he told all my other teachers to try to fail me, but they couldn't. I'm smarter than they are - I'm smarter than all of them...."

Questions

A) What is Frank's problem?

B) How would you deal with his problem?

C) Would you attempt to probe further? Why or why not?

D) Would you refer him? Why? How?

4. Ronald says,"I am supposed to be in class now, but I don't see the point. You know, what's the use. I'm gonna fail anyway."

Ronald continues,"....What's the difference anyway. I can't do the work, so what's the point. It's all so hard I can't bring myself to even look at it anymore..."

Questions

A) What is Ronald's problem?

B) How would you deal with his problem?

C) What areas, if any, would you probe?

D) Would you refer him? Why? How?

5. Brad says,"...I need a lawyer. It's my teacher - he's gonna fail me. He says I cheated on the exam - but I didn't."

"He has no proof. How could he? I didn't cheat. I want to take him to court - he embarrassed me in front of the whole class - he's gonna have to pay for that...."

Questions

A) Does Brad need a lawyer? Why? or why not?

B) What are the proper procedures for a teacher to take when he she believes a student has been cheating?

C) What are the proper procedures for Brad to take?

D) Would you make a referral? Why? How?

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APPENDIX A

BCC ACADEMIC ADVISOR CHECKLIST

AVAILABILITY	YES	NO
1. I have regular office hours for students to meet with me throughout the semester.	___	___
2. I have additional office hours for students during the early registration period.	___	___
3. When I have office hours scheduled for advising, I stay in my office in case students drop in.	___	___
4. I publicize my office hours for advising.	___	___
5. I spend as much time with my students as they want.	___	___
6. I take the initiative to have my students meet with me.	___	___
INFORMATION		
7. I keep up-to-date course schedules in my office.	___	___
8. I keep up-to-date catalogs in my office.	___	___
9. I know the dates for deadlines such as early registration, drop/add, etc.	___	___
10. I am aware of the course offerings of my department each semester.	___	___
11. I keep informed about the current and/or future career possibilities for graduates with an associate's degree in my field.	___	___
12. I am knowledgeable about resources and services on campus (and keep current information about them in my office) that can fill the gaps when I can't help a student completely with a problem.	___	___
13. I know my students' first names.	___	___

HELPING (Continued)	YES	NO
14. I explain to my students in what ways I can serve them as an advisor.	___	___
15. I have a file of names and addresses of my students.	___	___
16. I check my student's name just prior to our meeting so that I will remember it during the interview.	___	___
17. I thoroughly explain to new students the college's academic requirements and requirements for the major chosen by the student.	___	___
18. When I urge a student to seek advice or help from another source, I provide exact information about where the office is located, whom to ask for, etc.	___	___
19. I keep a record of my appointment dates with each student.	___	___
20. When I find new information which might be helpful to a student, I take the initiative to pass it along to him/her.	___	___
21. If I know of a resource that could be potentially helpful to a student, I offer to help contact that resource (personally, by letter, phone call, etc.)	___	___
22. When a goal a student has set for himself/herself seems unrealistic or impossible, in my opinion, I explore this with him/her.	___	___
23. I want to communicate to my students that I care about them as people.	___	___
24. When it comes to my attention, and whenever possible, I try to help my students cut college red tape.	___	___
25. I encourage and help my students to draw up an outline of proposed courses extending beyond the coming semester.	___	___
26. I show how careful choice of curriculum will help students develop satisfying career goals.	___	___

HELPING (Continued)	YES	NO
27. I do not make decisions for my students, but place most of my emphasis on helping them make decisions for themselves.	___	___
STUDENT BEHAVIOR		
28. I am interested in my students' life goals as well as college goals.	___	___
29. I attempt to establish a warm and open working relationship with my students.	___	___
30. I am able to be honest in communicating my opinions to my students about their goals, capabilities, etc., even if that opinion is uncomplimentary.	___	___
31. When a student disagrees with something I say, I try not to become defensive about it.	___	___
32. When students consider changing colleges, I try to be helpful in exploring alternatives.	___	___
33. I feel helpful in trying to sort out some of the frustrations and uncertainties my students experience in coping with college.	___	___
34. I am able to communicate realistic perceptions of my students' strengths and potential problems in relation to their major and post-college plans.	___	___
35. With respect to abilities, I focus on my students' potentialities rather than their limitations.	___	___
SATISFACTION WITH MY STUDENTS		
36. With respect to motivation, my students are active and striving rather than passive and in need of prodding.	___	___
37. With respect to maturity, my advisees are growing, responsible, and capable of self-direction rather than immature and irresponsible.	___	___
38. I believe that the goals, priorities, and evaluation of the advising relationship should be shared with the student.	___	___

SATISFACTION WITH MY STUDENTS (Continued)	YES	NO
39. I like my students.	___	___
40. My students appreciate the work I go through to help them.	___	___
41. I believe my advising is effective.	___	___

APPENDIX B

BCC ADVISOR EVALUATION

Advisors are interested in improving their effectiveness. A form to assist them is available if they wish to use it. The fact that the attached evaluation is now in your hands testifies to the fact that it is being sent to you by your advisor in order to help him/her do a better job.

The form is totally anonymous; an envelope is enclosed in order to return it directly to your advisor. It will not be seen by anyone else unless he or she chooses to share it. Completing the check list will take you less than five minutes, but will be of significant assistance to your advisor.

We hope you will help him/her help you, and others by completing and returning the form promptly.

Please check the line which represents your personal experience (not the experience of others) with your advisor:

YES	NO	UNSURE		
___	___	___	1.	Understands and can explain prerequisites and corequisites.
___	___	___	2.	Is approachable, easy to talk with.
___	___	___	3.	Readily available-- keeps office hours as posted and is willing to make appointments at other times.
___	___	___	4.	Knowledge about classes offered and prerequisites required.
___	___	___	5.	Respects the feelings and opinions of students.
___	___	___	6.	Knows what it is like to be a college student.
___	___	___	7.	Has a sense of humor.
___	___	___	8.	Is interested in his/her students as persons.
___	___	___	9.	Knows the procedures by which to accomplish such "Special" things as:
___	___	___		A. Adding or dropping a course.
___	___	___		B. Appealing a grade.
___	___	___		C. Resolving an incomplete grade.

YES	NO	UNSURE		
___	___	___		D. Taking a make-up exam.
___	___	___		E. Repeating a course.
___	___	___	10.	Knowledgeable about other college resources (financial aid, counseling, student activities,etc.).
___	___	___	11.	Does not pry into personal lives.
___	___	___	12.	Knows college regulations on such matters as:
___	___	___		A. Probation, suspension.
___	___	___		B. Course drop, total withdrawal.
___	___	___		C. Resolving an ABS or an INC grade.
___	___	___		D. Transferring credits to a senior college.
___	___	___	13.	Is flexible--seeks and actively explores alternative solutions to student problems.
___	___	___	14.	Helpful in such matters of academic concern as:
___	___	___		A. Poor grades.
___	___	___		B. Study habits.
___	___	___		C. Performance on quizzes and exams.
___	___	___		D. Choice of a major.
___	___	___		E. Career choices.
___	___	___		F. Senior colleges.
___	___	___		G. Desire to drop a course.
___	___	___		H. Interest in dropping out of college.

YES	NO	UNSURE	
___	___	___	15. Has good common sense and offers practical suggestions on topics of non-academic concerns:
___	___	___	A. Housing.
___	___	___	B. Employment.
___	___	___	C. Family.
___	___	___	D. Marriage.
___	___	___	E. Career.
___	___	___	16. Is helpful and available during the period of early registration.
___	___	___	17. Does not hold grudges.
___	___	___	18. Commands respect.
___	___	___	19. Has considerable patience.
___	___	___	20. Has a strong sense of responsibility.

Comments:

APPENDIX C

RESPONSES TO CASE PROBLEMS

Part I. COMMENTS ON CASE PROBLEMS OF SPECIAL CATEGORIES OF STUDENTS

1. (Charles) This is one of the most sensitive advising areas, as the obvious answer will lead to disappointment. Yet, many students come to college with goals that exceed their abilities. They attempt a program that is beyond them, and they disillusion themselves into thinking the goal is attainable even after proving they cannot reach it. There are schools of thought here. One is that you, as an advisor, have no right to tell students that they cannot reach a life goal. You simply let them continue the attempt until they discover the truth themselves. The other approach: as soon as you believe that the student cannot attain his/her goals, you should inform the student of your belief so that new, more realistic goals can be set as soon as possible. This latter "face-reality" approach is harsh at first, but the student is often early enough in his or her academic career to redirect efforts, saving much time and money and avoiding the greater unhappiness that is sure to come later.

> WARNING - Do not tell a student that he or she cannot reach established goals if that possibility still exists, no matter how slim the odds. It would certainly be poor advice should you talk someone out of an attainable goal.
>
> One last word - a situation such as this demands tact and delicate handling. Obviously, you do not want to imply that Charles is stupid and useless, because that is not the case. But you want to talk about career alternatives and options so that Charles gets the message that his goals are perhaps unrealistic.

2. (Jerry) Instead of jumping through hoops just to avoid academic suspension, Jerry must take an active role in learning, real learning. The whole purpose of the college experience is for Jerry to know who he is and where he is going and having the kind of education that will help him get there. To achieve that goal, he must use the college experience to make it serve him, not control him. The next step should be to help Jerry find a new objective picture of himself to use in testing out a number of potential careers that might give him satisfaction. This is an important step - too many people in such situations latch on to college as a solution for all their problems rather than taking time investigate carefully themselves and their realistic alternatives.

3. (Walt) To motivate Walt to learn, it is usually necessary to change the way he sees himself and the world he lives in. The following are suggestions for accomplishing this:

(a) Encourage self-revelation rather than self defense, give Walt the feeling that he can try new things, without fear of humiliation, embarrassment, or the diminution of self in the process.

(b) Create a feeling of belonging, Walt needs to feel that he is part of BCC and that you, as a person, are concerned about him. Walt needs to feel that he is not alone in his attempt to learn.

(c) Encourage Walt to trust his own capabilities, Walt needs to feel that he can learn and can make his own decisions. You should provide him with accurate, realistic information about himself. Be careful not to label him.

(d) Permit Walt to draw his own conclusion from the information. Point out to him that individual differences are good and desirable.

(e) Establish an atmosphere which is generally hopeful, Walt needs to feel that he <u>can</u> be more than he is rather than a feeling he <u>must</u> be more than he is. Emphasize his successes rather than his failures.

4. (Gilberto) It might work, providing Gilberto is the kind of person who can study only under self-pressure. This is a discovery only he can make. The combination of the two motivation theories (the Pressure Stress Principle and the Pleasure-Reward Theory) might be his individual answer. If so, he should stick with this plan. No outsider can prescribe a self-motivation answer for him.

5. Olga should investigate taking an exploration of her values and take an inventory of her skills. These battery of tests (interests, values, and skills) will give Olga an indication of whether she might be better suited for one career than the other. She should also try to pursue both interests for a time, perhaps in real-life occupational situations, and talk with someone actually working in each field.

Part II: COMMENTS ON ACADEMIC CASE PROBLEMS

1. Rudy should contact an advisor who can help him replace the two inappropriate courses before registration is finally closed. At BCC, there is a final change of program date. If this is not possible, Rudy should concentrate on his remaining courses, officially drop the two courses, and make sure he seeks advice for registration the next term.

2. No. It appears that Shannon has become so deeply involved and lost so much time that she is beyond surviving this term. She should leave the college and seek professional help work through her problems. Later, when she feels ready, she should enroll and make a fresh start. Many highly successful college students recover from a poor beginning.

3. No. Jeff should have stayed in his English 01 class for several reasons: (1) English 01 is a basic course - what he learns from it will improve his work in almost all other courses. (2) Jeff cannot take advanced, college-level courses without having completed English 01. (3) Since he has invested almost two months in the course, it would appear foolish to throw it all away when help is available and he could still survive. It might be better for Jeff to drop one of his other courses to concentrate more fully on English.

4. Yes. Rachel stands a good chance of learning up the matter and building a better relationship with the professor by taking the problem to him. She should discuss the problem calmly and without hostility, making no accusations. She should not hesitate to discuss her feelings honestly and openly - but she should also listen. There are usually two sides to a disturbing relationship.

5. Not if he really wishes to succeed. Mario may need to spend extra time in the PASS Center. If he is willing to accept tutoring, ultimately he will be able to use his maturity, motivation, and experience to his advantage. Being bilingual will be an advantage to him, both as a student, and as a manager.

Part III: COMMENTS ON CAREER CASE PROBLEMS:

1. Yes. Angela is wise to direct her education toward more than one career goal. Students who follow only one goal often face disappointments when nothing is available in that field. By keeping three options open, Angela will have greater flexibility to follow the available opportunities after she completes her formal education. She should keep in mind, however, that the qualifications for these three careers differ enough that she might need further training when she moves from one field to another.

2. No. It would appear that Sylvia gave up too easily. She should have evaluated her study habits, sought some tutorial help, and tried harder to succeed. If she can conquer these courses, the careers she wants are still possible; if not, she must investigate other alternatives.

3. Walt would probably profit from a good vocational interest inventory recommended by his counselor. It might reveal one or two career possibilities that he hadn't considered.

4. No. Bruce should take core requirements in his curriculum first. At the same time, he should also take some psychological tests, use other career guidance materials, and talk to various professors to speed up the process and avoid taking classes that are obviously not suited to him. When Bruce has narrowed his field, he can implement his plan.

5. No. Hank's decision was unwise for two reasons: (1) Just getting a job or knocking around will not help him to stumble onto a good career. Most careers are found through active searching and planning. (2) Hank was in a better position to search when he was on campus because there was professional help available. He must find a source of motivation rather than simply to wait around for the world to motivate him.

Part IV. ANSWERS TO HELPER RESPONSE DISCRIMINATION EXERCISE

1.	2.	3.
a - 2	a - 3	a - 3
b - 4	b - 7	b - 4
c - 5	c - 1	c - 7
d - 7	d - 4	d - 1
e - 1	e - 2	e - 2
f - 6	f - 6	f - 5
g - 3	g - 5	g - 6

1 Advising or Evaluating
2 Analyzing
3 Supporting and Reassuring
4 Open-ended question
5 Clarifying content
6 Reflecting feeling
7 Closed question

Part IV: ANSWERS TO HELPFUL RESPONDING EXERCISE

1. (a) -
   (b) M
   (c) +

2. (a) -
   (b) M
   (c) +

3. (a) -
   (b) M
   (c) +

4. (a) M
   (b) -
   (c) +

5. (a) -
   (b) +
   (c) M

6. (a) -
   (b) M
   (c) +

7. (a) M
   (b) -
   (c) +

8. (a) -
   (b) M
   (c) +

Part IV: AMSWERS TO RESPONDING WITH EMPATHY EXERCISE

Feeling	Because
1. bored and frustrated	because class could be more interesting if I did more than just lecture.
2. a little insecure	because you're not sure about your ability to handle some of the college prep courses.
3. left out	because the girls made fun of you instead of including you in their group.
4. angry/uptight	because you can't dress the way you want to.
5. disappointed	because your father didn't attend the meeting, especially when I requested him to to do so.
6. put-down	because some people are making fun of you by writing a derogatory name on your locker.
7. angry & mistreated	because I didn't give you the same mark as the rest of the class.
8. hurt	because people are laughing at you behind your back.
9. left out	because I don't give you as much attention as you see the other students getting.
10. on top of the world	because your mom is marrying, and your father-to-be is just what you want in a dad.

Remember, your answers may differ somewhat from those above; the goal is to capture the feeling and content that you perceive in the student's statement.

Part V: COMMENTS ON REFERRAL CASE PROBLEMS

1. Denise has a problem of separating from her parents. She cannot get out of her "B" (B=baby?) grades as long as she feels that her parents need her to be a baby. Getting an "A" (A=Adult) means just that - coming to her own. She does not need a referral. Denise can be coached to try getting A's in gradual, small-to-larger steps: quizzes to tests to meidterm examiantions to final examinations. These gradual steps would parallel the steps Denise must take in establishing autonomy and independence from her parents.

2. Charles' "little question" is how can he be a "man" and remain his father's son. Charles should look at his values, interests and abilities. He needs a referral to the career counselor. Based on his work with the counselor, Charles can make an informed decision. An informed decision will make CharLes the kind of "man" his father would be proud to have as a son.

3. Frank seems to be having a psychotic break. He has a paranoid ideation. Frank should be referred to the College's clinical psychologist in the PASS Center for diagnosis. He may need to be hospitalized and get medication until his delusions subside.

4. Ronald's problem is that he does not now know how to ask for help. He makes it difficult for anybody to reach him. He pictures himself as a hopeless VICTIM! He does not need referral. His school problem must be broken down into small packages he can handle. Success in small doses can get him out of his VICTIM's position.

5. Brad desn't need a lawyer. He needs to talk to the college ombudsperson who will suggest the procedures and steps that both teacher and student should take to resolve the cheating issue.